

*moving from training to implementation*



## **FACTORS THAT FACILITATE SUSTAINED IMPLEMENTATION OF A CULTURALLY RESPONSIVE MULTI-LEVEL SYSTEM OF SUPPORT IN WISCONSIN**

**Research shows that teams are more successful if they leave training with specific action items. In fact, 96% of participants in Wisconsin Rtl Center trainings indicated they were likely to carry out their action items. While training and action items are a great first step, schools and districts can't stop there.**

*Sustainability is a function of ongoing planning for renewing implementation*

*(Leadbeater, B.J., Gladstone, E.J., Sukhawthanakul, P., 2015)*

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## Culturally responsive multi-level system of support is aligned with school goals, policies, vision, mission, and other programs

- Schools are more likely to sustain their implementation when the innovation is viewed as part of systems already in place, as opposed to an add on (e.g. bullying prevention supports are carried out within a culturally responsive multi-level system of support)
- Implementation is a priority (e.g. visible in written policy and district action plans)

2

## Implementation teams are systematic and effective, and play an active role in supporting implementation

- School-based leadership teams influence sustainability greatly; often more directly than other factors
- Teams at all levels know the implementation stages, what drives each stage, and what support is needed throughout the process
- Teams meet frequently and the organizational structure supports implementation
- Multiple stakeholders provide continual access to expertise in the face of staff turnover

3

## Teams regularly use data to plan and make changes

- Staff are more likely to continue implementation when they recognize improved outcomes and perceive them to be directly related to the practice
- Teams regularly collect observable, measurable implementation *and* outcome data
- Teams regularly share data with all staff, who then use it to plan and make changes
- Staff monitor data continuously and have feedback systems in place

4

## Involve and support new personnel

- New personnel are an integral part of teams
- Innovation and common language is made familiar to new staff from the beginning
- Further training and ongoing coaching and support is provided after initial training
- Staff with fresh ideas and new energy are included on teams

5

## Continued efforts to re-energize

- New and existing resources and supports are regularly communicated to all staff
- Time is consistently built into schedules for teams to plan for renewing implementation
- Processes are put in place for frequent, continual communication and re-commitment



## What increases the likelihood of carrying out action items and sustaining implementation post-training?

This brief is based on our extensive review of national research on what it takes to sustain implementation.

We summarized the key findings to provide schools and districts with examples of research-based actions they can take to maintain a strong and thriving multi-level system of support.

# So, what does this look like? Here are some real-life examples from Wisconsin schools and districts.

## 1 Culturally responsive multi-level system of support is aligned with school goals, policies, vision, mission, and other programs

New practices are more likely to be sustained over time when implemented within an existing implementation framework such as school-wide PBIS.\*\*

The district leadership team creates district action plans for PBIS and restorative practices based on the review of the National PBIS Center's Implementation Blueprint and Self-Assessment. Schools are required to have an annual SIP plan goal that addresses social-emotional behavioral learning and climate, which is where PBIS and restorative practices implementation actions are embedded, based on data.

**Beloit School District**

## 2 Implementation teams are systematic and effective, and play an active role in supporting implementation

Sheboygan South High has 1100 students. Every staff member is part of a team that supports implementation of their multi-level system of support. They have created a professional learning community (PLC) culture. Two teams (one focused on academics, the other on behavior) support the universal level. In addition, Sheboygan South has a tier 2 PBIS team and an academic-focused problem-solving team. Teams are given regular time to meet and use data to action plan.

**Sheboygan South High**

**Smith Elementary, Oshkosh**

All staff are on a PBIS sub-committee (acknowledgment, publicity, or social skills), which meets monthly. The principal is part of team meetings and has embedded PBIS as a school improvement plan goal. The coaches and core team meet twice per month to look at school-wide discipline data and write precision statements that inform how they will respond. This information is shared with staff during district allocated collaboration time and with students in bi-weekly morning meetings.

“We cannot imagine not meeting as a team. Those on the leadership team are now stepping into other leadership teams (district-wide, coursework) to support implementation, framing things in a way that’s easier to hear from a peer. This has led to more buy-in from staff.”

**Lincoln Elementary, Port Washington-Saukville School District**

### 3 Teams regularly use data to plan and make changes

#### Bayfield School District

Teams use multiple data sources during monthly meetings, including STAR screening data, Easy CBM, formative assessments, Number Sense Assessment, and Fountas and Pinnell benchmark assessments. A problem-solving sheet is used every four weeks to make data-based decisions that determine interventions, enrichments, and behavioral supports for students. Data walls provide a visual of student progress. STAR data is disaggregated to provide a summary of the effectiveness of RtI processes and practices.

#### Eau Claire School District

Data analysis is a crucial piece to the district's five-year plan, and equity is built into that plan. The district is strategically coordinating structures to support administrators, coaches, and school teams in analyzing data for equity using Tableau software. The tool is preloaded with each school's demographic data so the school leadership teams can regularly enter school-level data. The risk ratio is then automatically calculated for a variety of outcome data so staff can see changes due to their efforts.

#### Menomonee Falls School District

The district uses a Continuous Improvement (PDSA) process at every level, which engages all staff and students in goal-setting, growth monitoring, action planning, and readjusting in response to the data.

“It used to be just a few of the same people looking at data. Now multiple teachers, new and experienced, are talking to staff about data. This has helped to build collaborative leadership and has changed culture of staff meetings.”

**Lincoln Elementary  
Port Washington-Sauville School District**

### 4 Involve and support new personnel

Annually, all new staff are oriented to PBIS common language at the beginning of the year and then meet with building-specific internal coaches for follow up conversations and modeling within the school context.

#### Monona Grove School District

### 5 Continued efforts to re-energize

The district provides supports for district and school-level staff to regularly attend Wisconsin RtI Center networking sessions, the PBIS conference, and Leadership and Coaching training. Participation is purposeful so staff with varying roles are engaged in supports around Wisconsin's RtI framework. The district also hosts their own summer conference focusing in on various topics to support implementation of a cultural-responsive multi-level system of support.

#### Appleton School District

#### Superior School District

The academic instructional coaches meet monthly to focus on four district improvement goals and to develop coaching and modeling strategies from those goals. They review the goals monthly and plan small actions and adjustments for coaching focus with staff. They connect weekly with teachers and there is ongoing professional development for staff. Coaches and principals regularly collaborate to ensure strong school leadership teams and sustained implementation.